DOCUMENT RESUME

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IDENTIFIERS	*New York City Board of Education; *School Performance Indicators

ABSTRACT

This report presents data on high school performance indicators for the 1999-00 school year in Queens, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

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ED 451 322

High Schools Performance Indicators Profile 1999-2000

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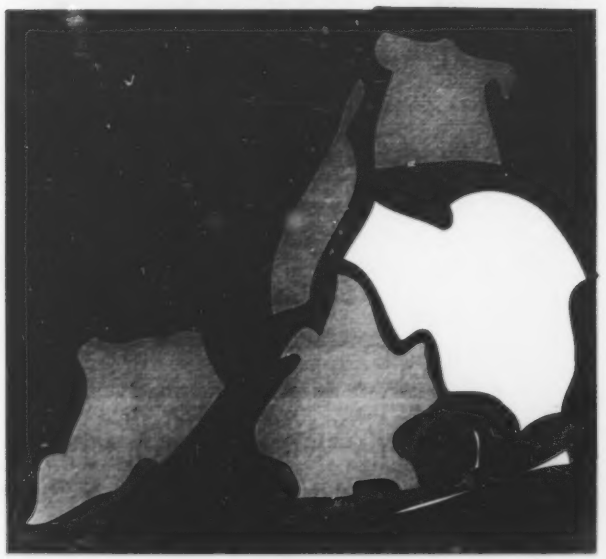
R. Tobias

Queens Superintendency



UD 034 103

Background Information

Location: Queens

Superintendent: John Lee

Time in Position: 3 years 10 months
(As of Feb 1, 2001)

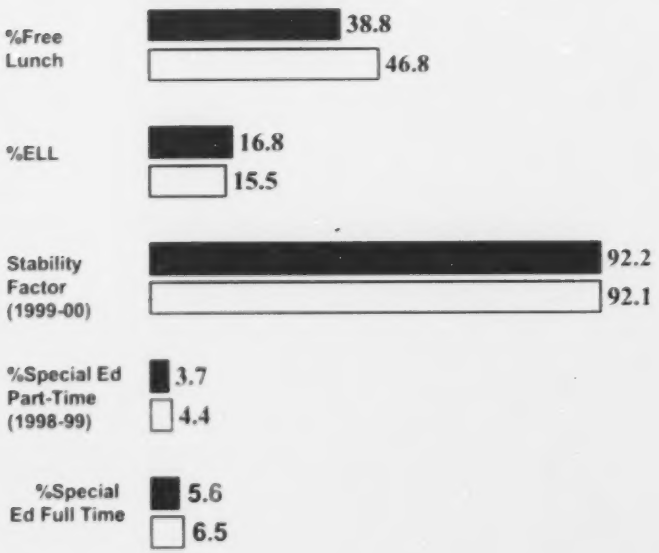
Capacity utilization, (1999-2000)

Schools in 1999 - 2000

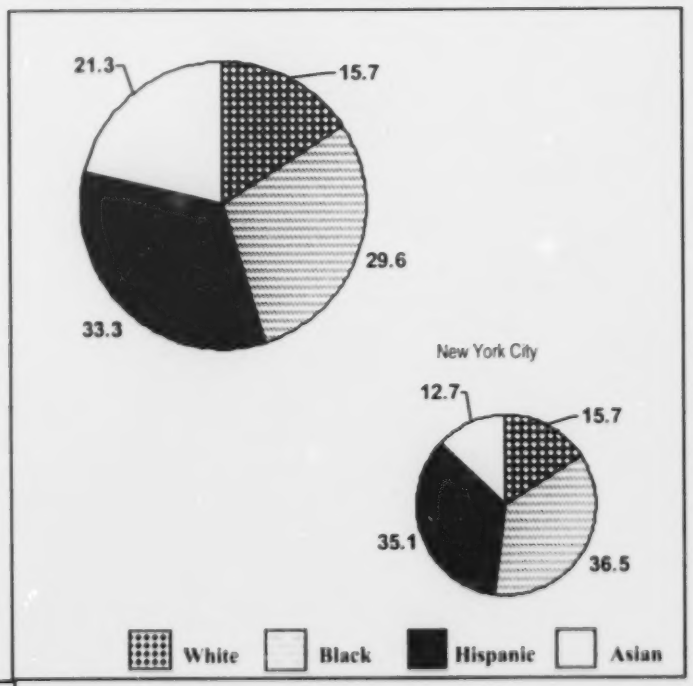
Number of Schools:	34
SURR :	0
Title 1 :	5
School Wide Programs :	5

Student Profile, 1999 - 2000

Number of Students: 73,375



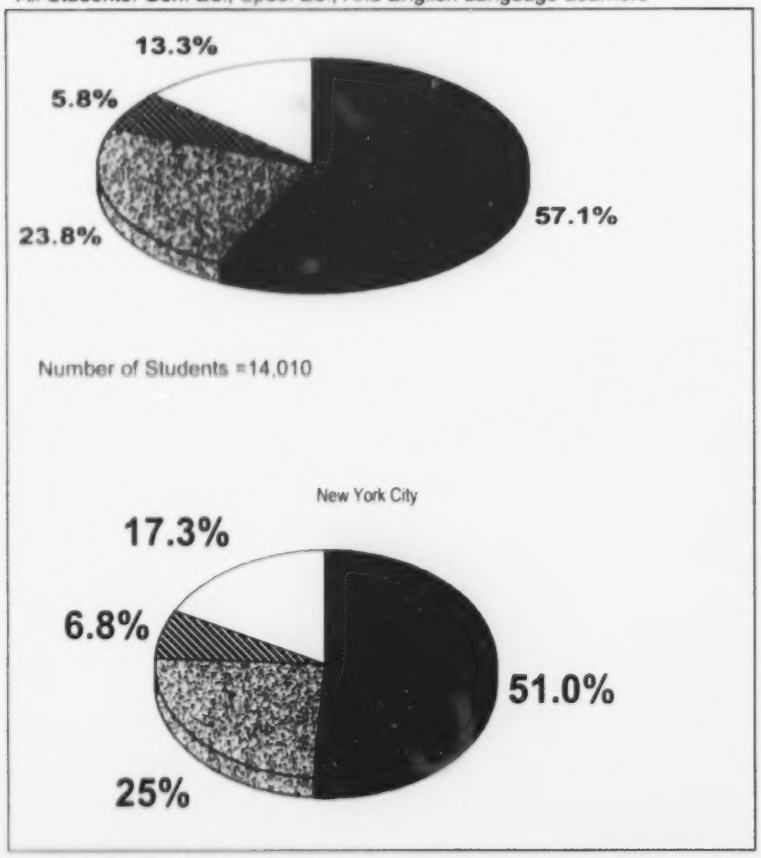
Ethnicity of Student Population Percent



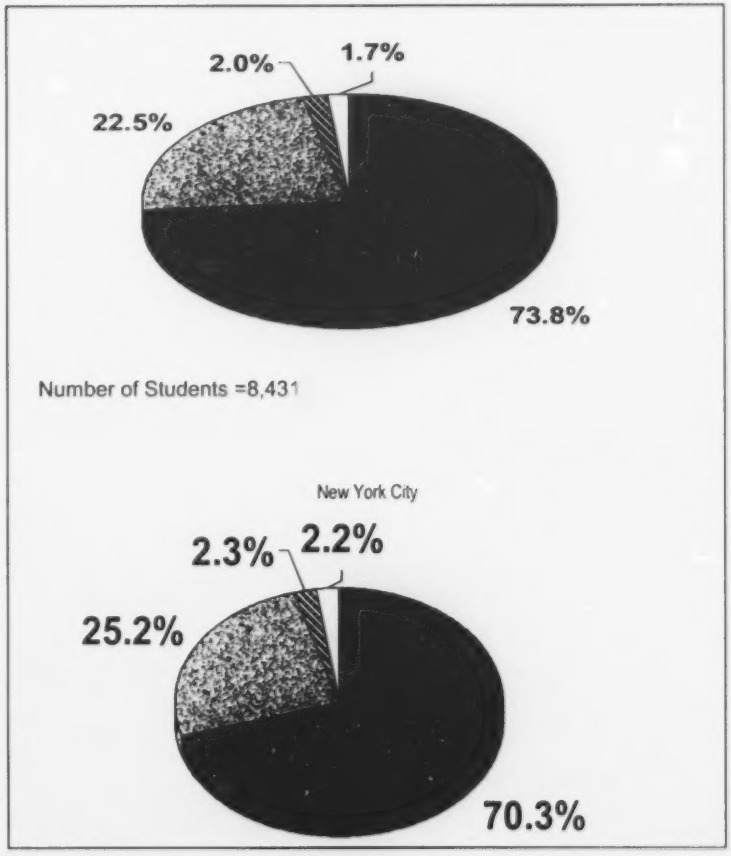
State Accountability Indicators
English Language Arts
Class Of 2000 Cohort*
Queens

FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners



SENIORS IN THE COHORT



Passed English Regents (score = 65-100)

Passed English Regents, (score = 55-64) **Portfolio or safety net assessment**

Tested and did not pass

Not tested

* See page 14 for description of cohort and assessments

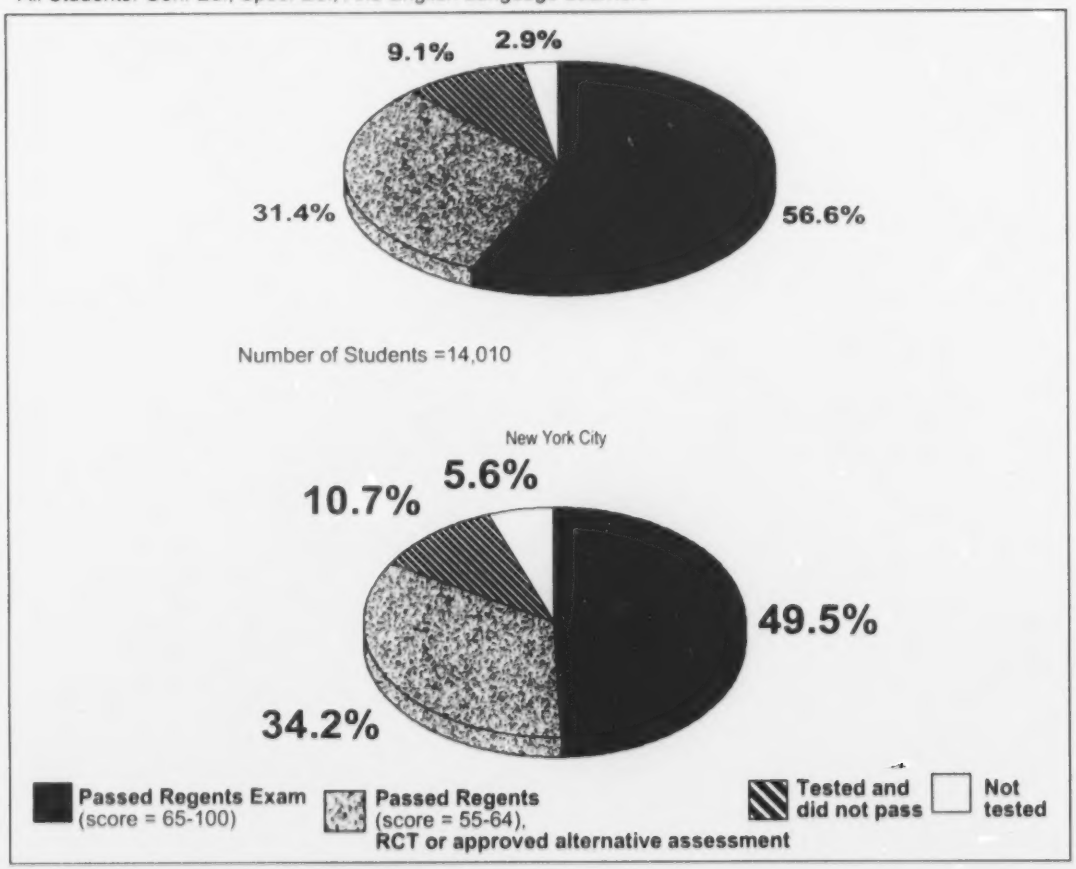
State Accountability Indicators
Mathematics

Class of 2000 Cohort*

FULL COHORT

Queens

All Students: Gen. Ed., Spec. Ed., And English Language Learners



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* See page 14 for description of cohort and assessments

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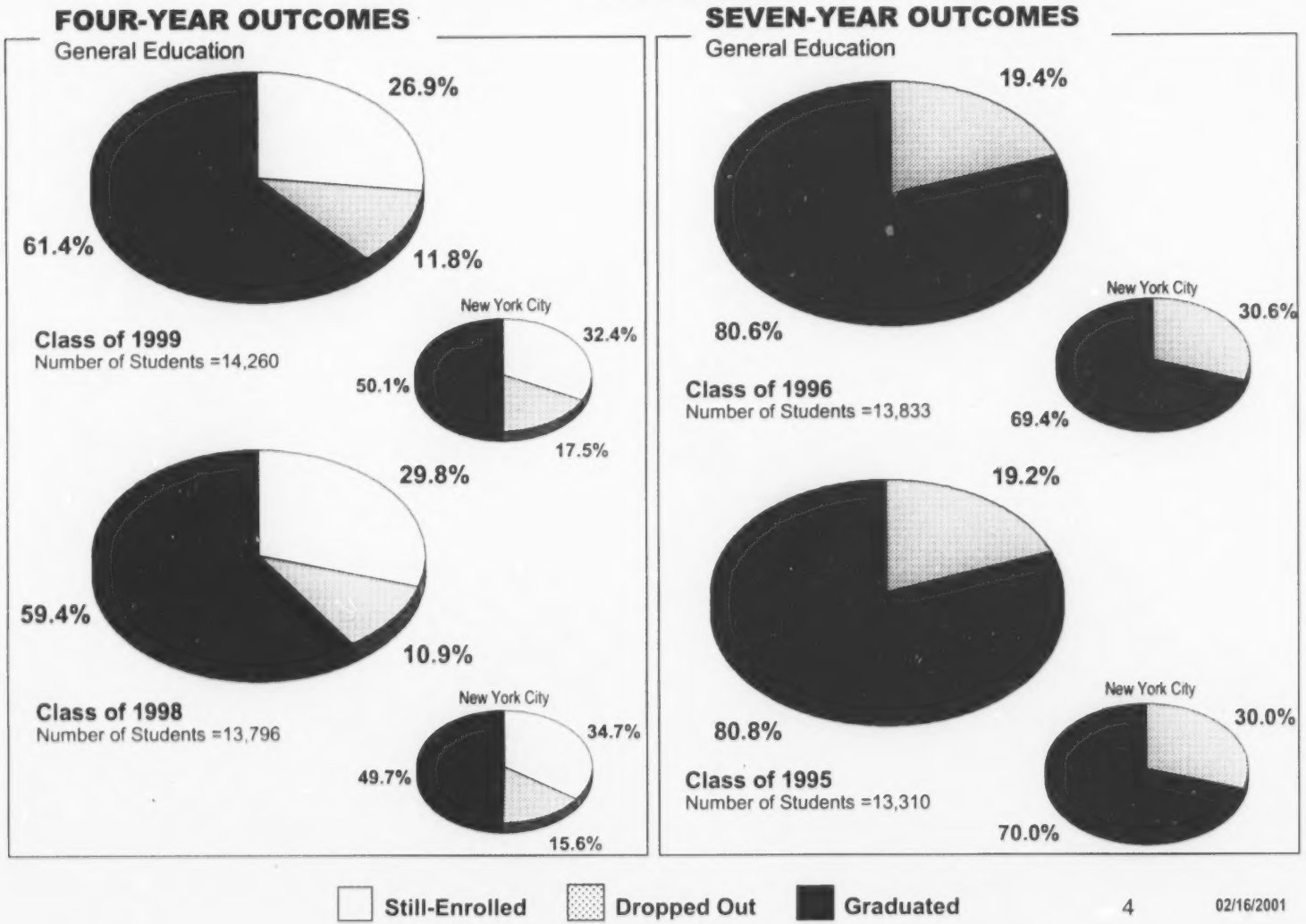
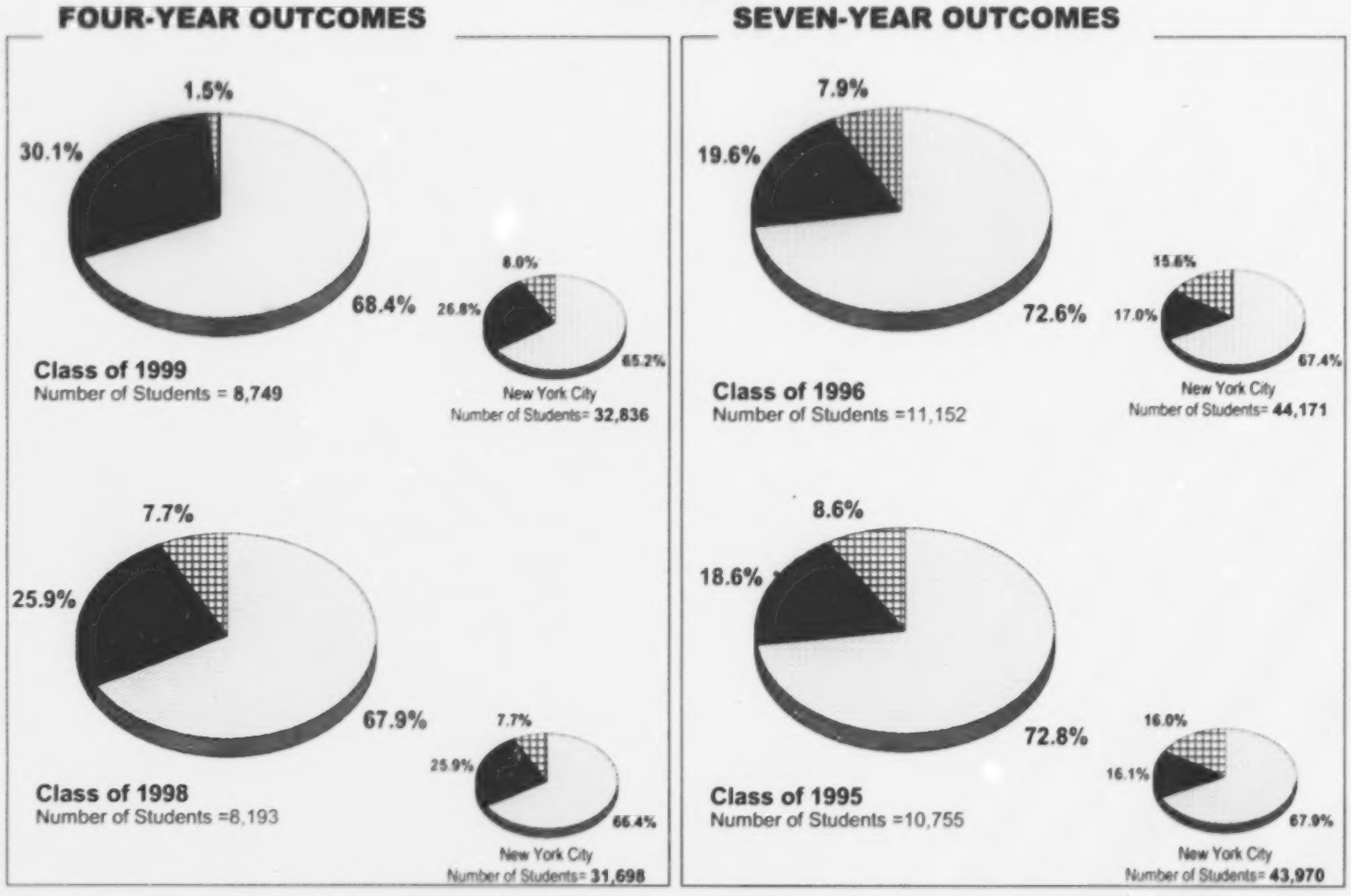
9

8

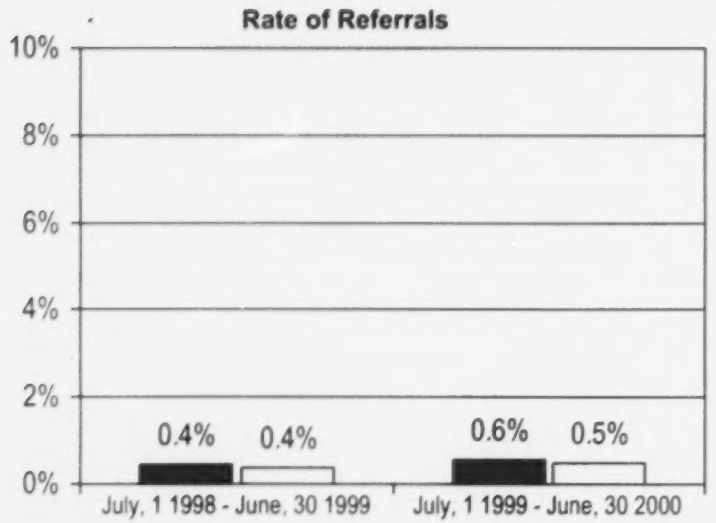
Performance Indicators
Cohort Graduation and Dropout Rates
Queens

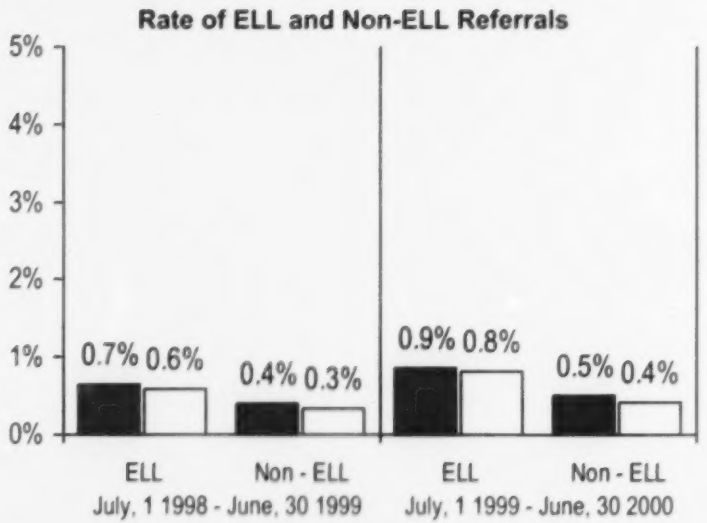


Performance Indicators
Types of Diplomas
Queens

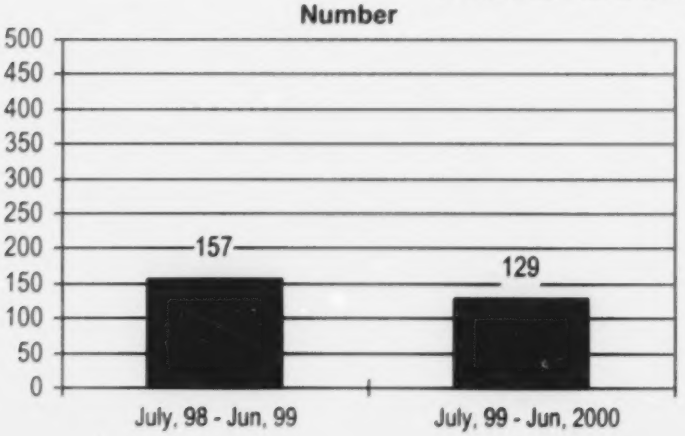


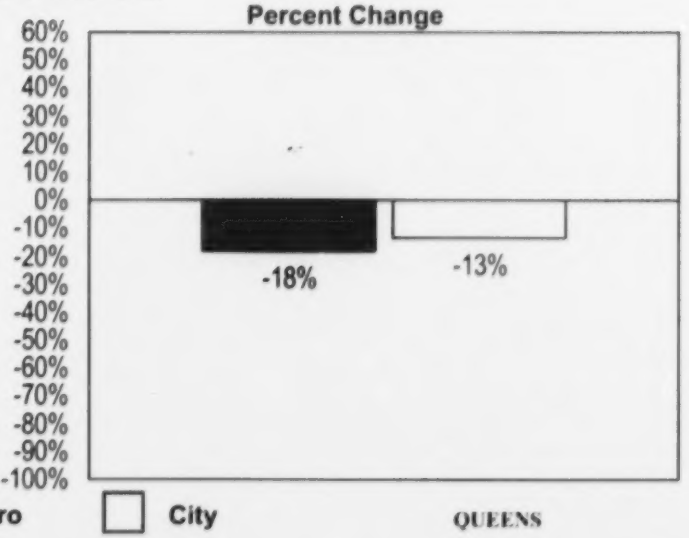
Special Education Services





Decertifications from Special Education





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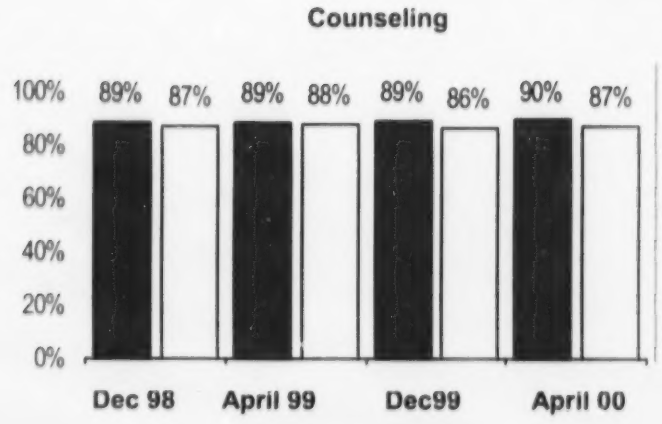
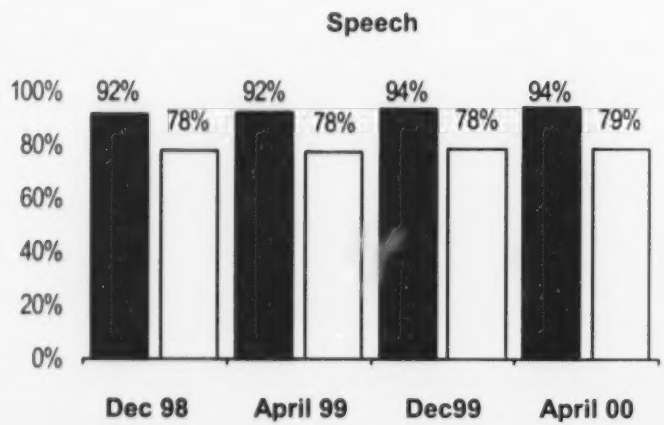
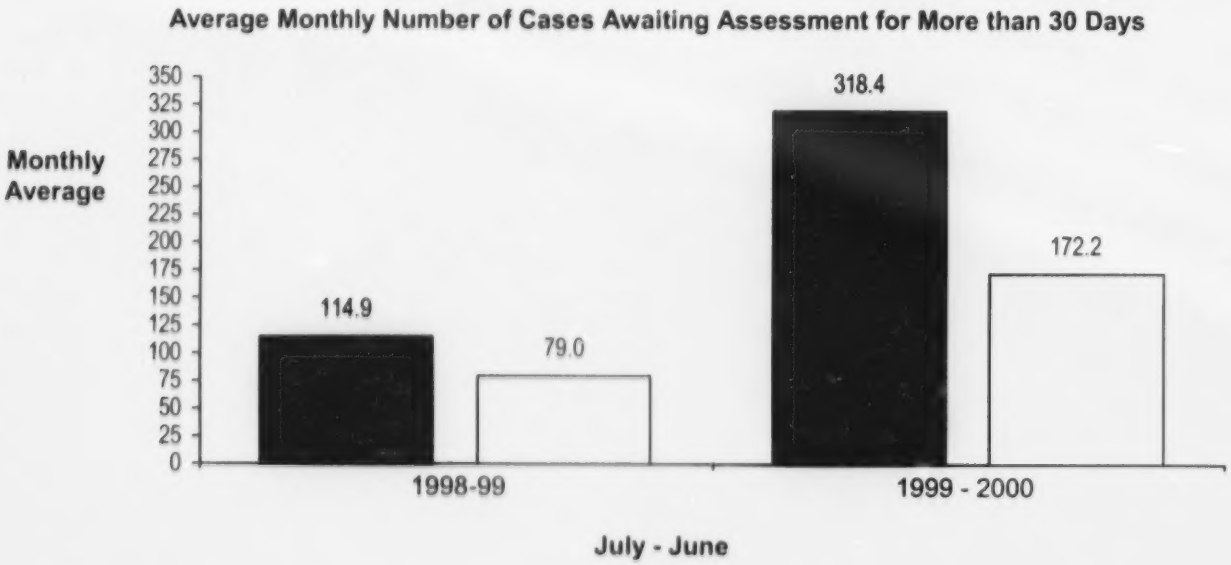
6

Special Education Services (Continued)

Related Services



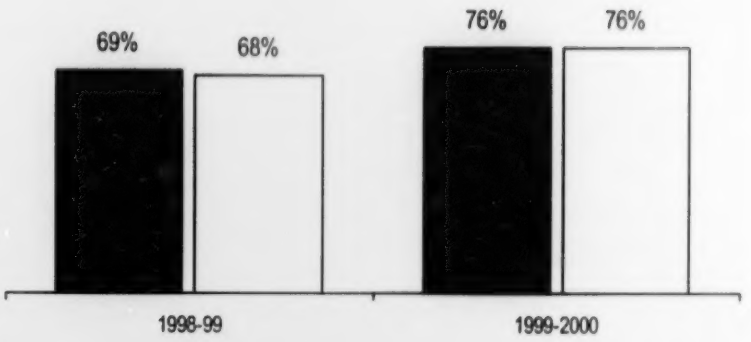




English Language Learners

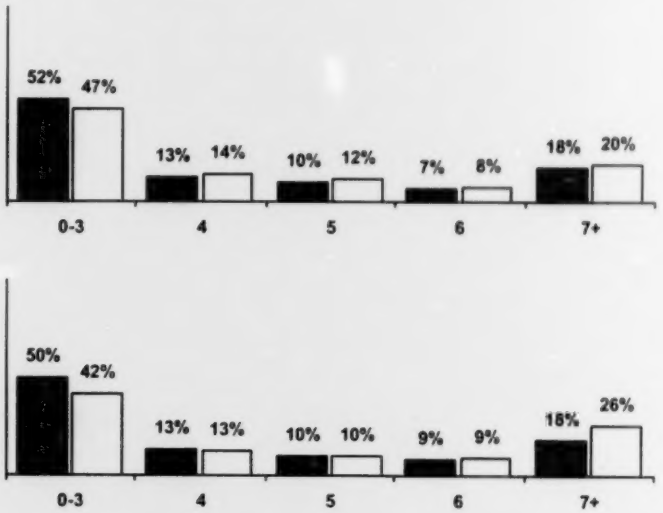
Student Performance*

Percent (of students tested)
Showing Mandated Gains - LAB



 # tested: **5216** **2369**

Population/Operations* ELL Student Years of Service Percent of all ELL students

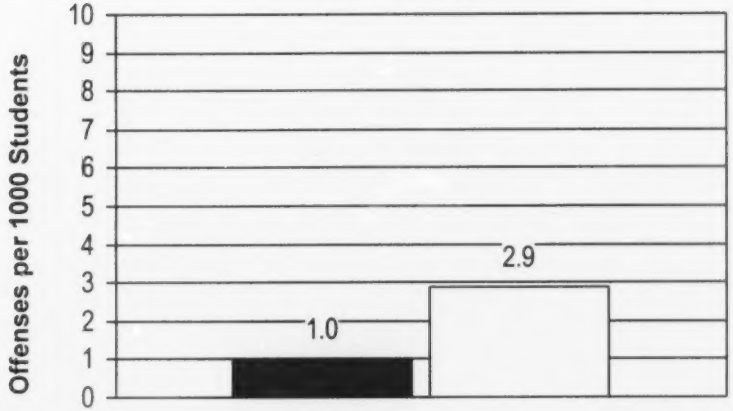


Superboro City

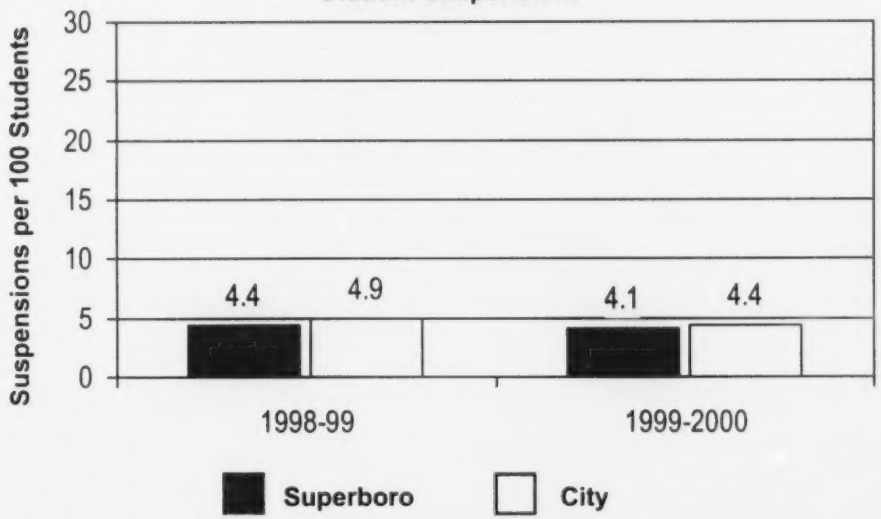
School Discipline/Climate

Board of Ed. Student Incidents

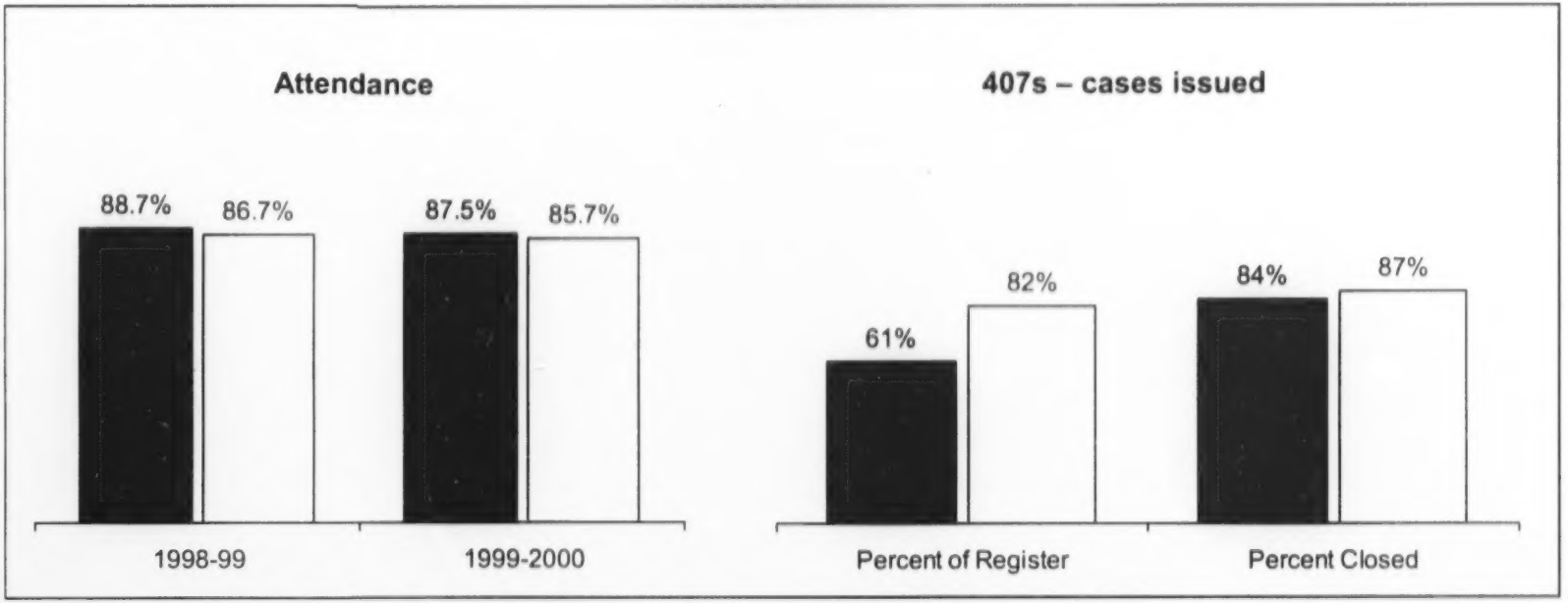
Dec. 21, 1999 - May 31, 2000



Student Suspensions

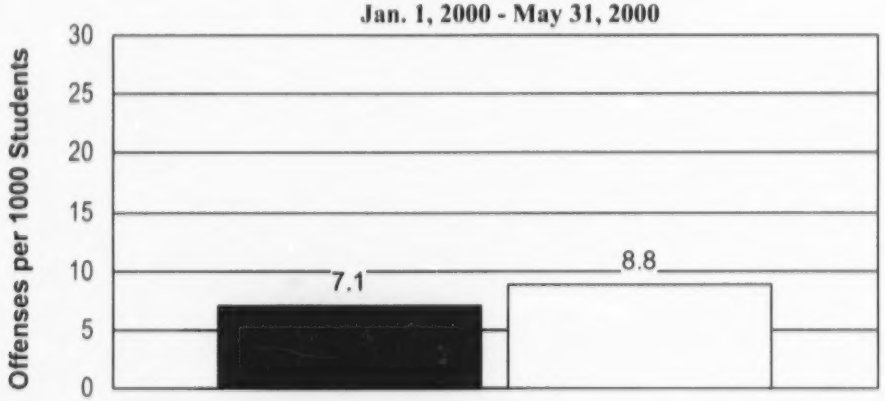


Administration



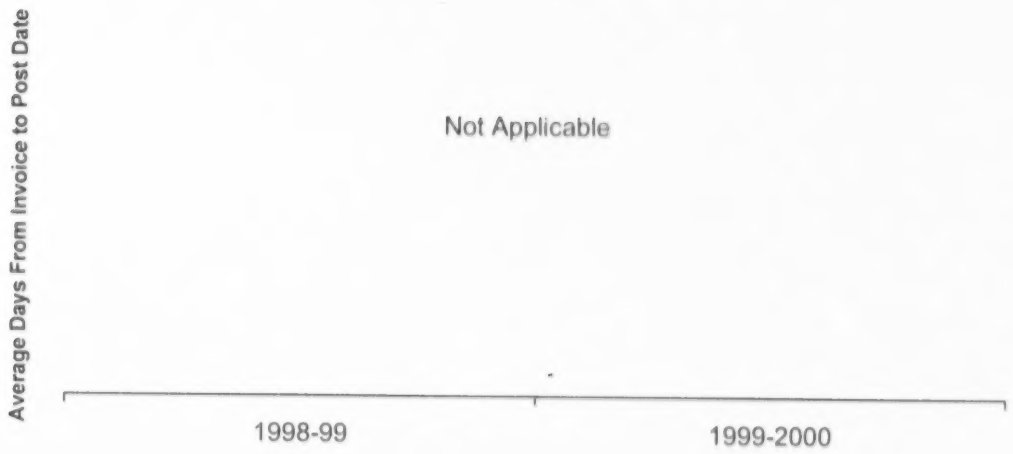
Police Department Incidents

Jan. 1, 2000 - May 31, 2000

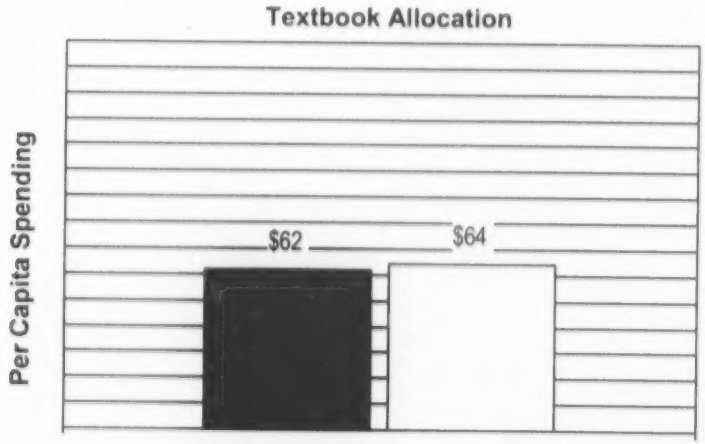


Fiscal Management

Timeliness of Payments to Vendors

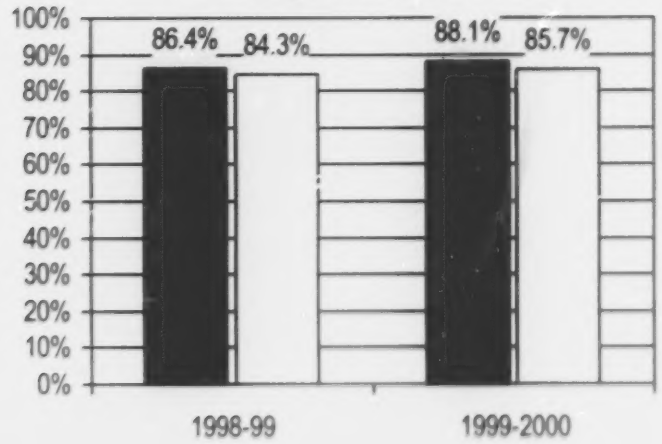


Textbook Allocation

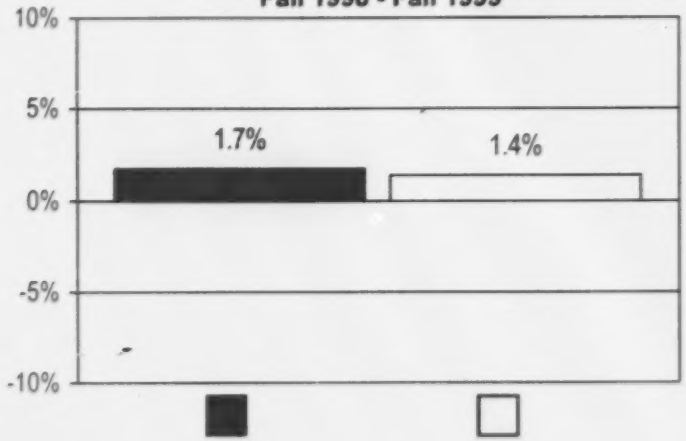


RECRUITMENT

Percentage of Certified Teachers

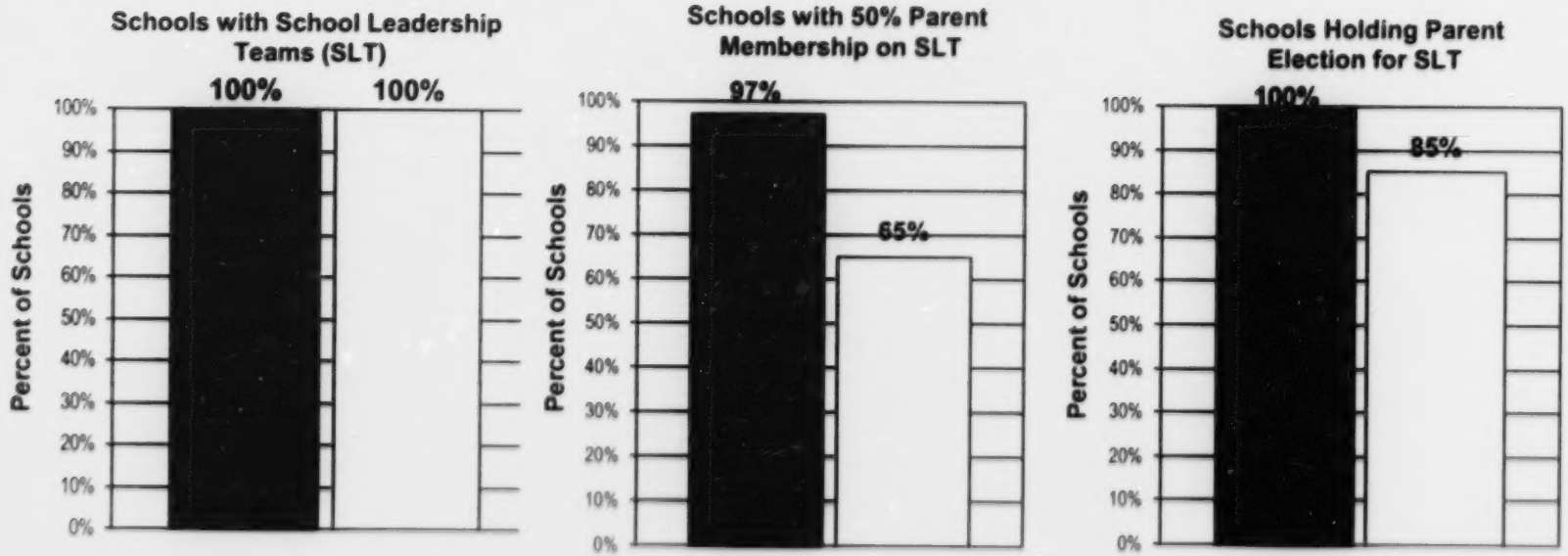


Change in Percentage of Certified Teachers
Fall 1998 - Fall 1999



Change in Percentage of Certified Teachers in SURR Schools
Fall 1998 - Fall 1999

Community Parent Relationships



Regents Cohort Explanation

STUDENTS ASSIGNED TO THE COHORT

All students (general education, English language learners, and special education) in a New York City high school:

- Who entered grade 9 *anywhere* in fall 1996 or spring 1997;

AND

- Who were enrolled in a school in this superintendency on June18, 1999 regardless of their grade level at that time.

Exclusions from the 2000 Cohort

- Special education students who were either in ungraded classes or were pursuing an IEP diploma.
- All students who transferred to another high school anywhere (including New York City Public Schools), a criminal justice facility, or an approved alternative high school equivalency preparation program, after June 18, 1999.
- Students who left the U.S. after June 18, 1999 and deceased students.

NOTE: Students who dropped out after June 18, 1999 remain in the cohort.

ASSESSMENTS THAT COUNT TOWARD MEETING THE ENGLISH EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in English;

OR

- Satisfactory scores on an SED-approved alternative assessment;

OR

- For special education students, passing scores on *both* the reading and writing RCTs, even if students have failed the English Regents;

OR

- For special education students who are English language learners, passing scores on *both* the LAB English reading sub-test and Native-language-arts writing test.

ASSESSMENTS THAT COUNT TOWARD MEETING THE MATHEMATICS EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in Mathematics;

OR

- Scores of 55 or higher on the Regents Competency Test in Mathematics;

OR

- Satisfactory scores on an SED-approved alternative assessment.